

Standards and Quality Report 2015-16

What has been the outcome and impact of our (2015-16) improvement priorities?

DEVELOPING OUR CURRICULUM

To review and embed global citizenship and international education as contexts for learning, including inter-disciplinary learning.

To support pupils to make informed choices for progression from the BGE into the Senior Phase.

ENABLING OUR PUPLS TO DO MORE AND DO BETTER

Increased use of data to support improvement, raise attainment and “close the gap” for target groups in S1-S4.

Develop employability skills (Developing the Young Workforce) and creativity.

Further develop our programme of universal and targeted support.

SHARING OUR GOOD PRACTICE

To further increase professional learning opportunities for staff resulting in high quality learning experiences for our learners.

FOCUSSING ON QUALITY FEEDBACK

Ongoing focus on improvement through increase self-evaluation (pupils, practitioners, parents and partner agencies).

Refresh of the QAHS website to facilitate improved communication and provide enhanced e-learning opportunities.

KNOWING OUR PUPILS AND SUPPORTING THEIR NEEDS

Successful implementation of “Better Relationships, Better Learning, Better Behaviour” Guidelines and the three QAHS concepts of personal best, human aspect of our school and self-worth.

Implementation of our Programme of Supported Inclusion as an alternative to exclusion.

Increased flexibility to increase the attainment and wider achievement of all learners.

Shared strategy for raising attainment in literacy and numeracy.

- The move to a 32 period week (50 minutes per period) week in 2015/16 enabled us to offer a greater range of courses within the Broad General Education. For example Home Economics and Drama are now part of the core curriculum for all. This has also facilitated greater equity across curricular areas in the Junior Phase. Within the Senior Phase the increased number of periods per week has allowed us to offer a core provision of health and wellbeing for all pupils. The 50 minutes lessons also support maximum efficiency with staffing which in turn enables more courses to be offered to pupils.
- The QAHS ‘Better Relationships, Better Behaviour, Better Learning’ guidelines continue to significantly to shift culture and mindset. It demonstrates our commitment to focus on developing “appropriate learning behaviour” as a pre-requisite to effective teaching and learning in the classroom. It also clearly notes the three key concepts which underpin everything within our school: Personal Best, the Human Aspect of our school and Self-Worth.
- In August 2015 the learning experiences we provide were greatly enhanced through the opening of Integrated Support Area 2 (ISA 2). The ISA 2 team provide a high level of specialist care and personalised support to ensure that learners progress and achieve at an appropriate pace for their ability. Pupils who attend ISA 2 also attend mainstream classes wherever possible.

- Session 2015/16 saw our ongoing review and development of our Programme for Supported Inclusion (PSI) as a credible and supportive alternative to temporary external exclusion from school. PSI is an intensive 1-3 day programme where pupils continue with their learning but in isolation from their peers and with a separate interval and lunchtime. Pupil Support staff provide structured learning and self-reflection opportunities with a restorative focus. One-to-one support is provided from a range of partners including Educational Psychologists, Social Work, Parents/Carers and QAHS staff. The programme is customised specifically for each pupil in order to maximise impact. Although resource intensive, our aim is to better support the pupil with their personal challenges/circumstances, build stronger relationships with the pupil and up-skill the pupil with strategies to enable appropriate learning behaviour in future.
- External funding was secured to develop the school courtyard area into an outdoor interdisciplinary learning area complete with raised vegetable plots, a shed and greenhouse. This enabled us to embark on a highly creative and enterprising project which combines interdisciplinary and outdoor learning, providing learners with opportunities to make connections between different areas of learning. The “Chicken Run” initiative is entirely pupil led with pupil teams taking on daily responsibility for the care and welfare of the hens. The pupil promotion team market the egg enterprise with the finance team managing income, expenditure and profit. With the appointment of our new principal teacher of outdoor learning, we will continue to develop the “outdoor classroom” as a safe and supportive environment in which to provide creative and inspiring outdoor learning opportunities involving all curricular areas and our community partners.
- We were successfully awarded Scottish Attainment Challenge Innovation Funding to develop a Nurture Hub at QAHS for session 2016/17. The Nurture Hub will enhance our targeted support provision for pupils who require additional support for a range of social, emotional and behavioural needs. It will provide a differentiated and accessible curriculum, personalised to the needs of the individual and with a strong focus on inclusion and challenge. We aim to develop positive relationships and attachments, reduce temporary external exclusions, improve attendance and create a whole-school nurturing ethos.
- Pupils were supported to take on key leadership roles in a wide range of school events throughout the year including our Achievement Awards, World Peace Day Event, Remembrance Service, Gig for The Gambia, White Water Writers, Seasonal Celebration Concert, Praise Awards, Spring Musical Concert, Cluster Olympic Games, Colours Ceremony and our Academic Awards Ceremony. These events showcased the talent, skills and resilience of our learners whilst providing opportunities to recognise and celebrate pupil successes with our wider school community.
- Over 40 organisations attended our annual Careers, Skills and Learning Festival to provide over 1400 pupils, parents/carers, recent school leavers and our wider school community with information and advice on all aspects of post-school learning including further and higher education, volunteering, careers and skills development.
- The toilets within the S1 and S6 entry/exit concourse area were fully redesigned over the summer holiday in 2015 in-line with the open-plan design being adopted by most new builds. The new design was very positively received by pupils last session. Pupils evaluated the new design as ‘safer’, ‘much cleaner/tidier’, ‘modern’ and ‘people don’t hang about in them anymore which is good’.
- Our eco team successfully applied for our 4th green flag, making us one of only a handful of secondary schools in Scotland to have this prestigious accolade.
- Over the course of 2015/16 Queen Anne staff organised 69 excursions and 22 residential trips in addition to a wide ranging extracurricular programme. Trips included: Mandarin immersion in China, World Challenge Expedition to China, Dog Sledging in Canada for the Gold Duke of Edinburgh Award, geography field trip to Peru, Sarasota Sisters Exchange to Florida, Art & Design excursion to Paris,

Dalguise, Aviemore study weekend, Edinburgh Book Festival, SPACE Camp, Loch Eil outward bound and many, many others.

- Our focus on literacy development was delivered through a wide range of initiatives including White Water Writers, Reading Olympics and an international literacy writing competition.
- We promoted pupil confidence and a growth mindset through the Champion in Schools Programme. We linked with a Commonwealth Athlete and pupils developed and delivered an outstanding professional development workshop for staff.
- The in-service day programme in 2015/16 had a learning and teaching focus for all staff, including professional development around the new National Qualifications (assessment, moderation, examinations, skills development and understanding standards).
- An internal twilight programme of professional development opportunities was delivered to and by QAHS staff throughout the session to share good practice. These were very well attended and very positively evaluated. The programme included sessions on ICT, pedagogy, pupil support entitlements and meeting additional support needs such as dyslexia and autism.
- The classroom walkthrough monitoring programme continued in session 2015/16 involving all curricular areas and all QAHS staff. Feedback from almost all was exceptionally positive with staff welcoming the feedback and the opportunity to engage in professional dialogue.
- Principal Teachers presented to colleagues via 'Good Practice Reviews' to share monitoring and tracking strategies and the impact of particular pedagogical approaches such as cooperative learning and use of technology to enhance learning.
- We once again secured funding for our successful Consolidation and Application of Learning (CAOL) Project which took place during the Easter holiday in preparation for the SQA National Exam Diet. All pupils in the Senior Phase were invited to attend these sessions. 302 pupils attended 75 different sessions throughout the Easter Holiday. Pupils evaluated the project very positively and felt it had better prepared them for their exams. SQA results analysis indicates that the average result of a pupil attending Easter CAOL was more than 1.5 bands (a grade) higher than that of those who did not.

How well did young people learn and achieve?

S4: SCQF Level 5	2013 %	2014 %	2015 %	2016 %
1+	77	80	87	82
2+	59	69	77	71
3+	50	64	68	58
4+	46	56	59	51
5+	41	50	49	42

S5: SCQF Level 6	2013 %	2014 %	2015 %	2016 %
1+	48	58	67	72
3+	34	40	41	45
5+	15	23	20	17

S6: SCQF Level 7	2013 %	2014 %	2015 %	2016 %
1+	27	29	32	31

The S4, S5 and S6 Literacy and Numeracy Accumulated Data in QAHS is higher than both the Fife and National Data as is the percentage of pupils securing and sustaining a positive destination after QAHS including: university, colleges, training, employment & activity agreements. The percentage of pupils securing a place at university is best in Fife.

How well does the school support young people to develop and learn?

There are increased opportunities for learning in our “outdoor classroom”; wider achievement; interdisciplinary activities; Science, Technologies, Engineering, Art and Mathematics (STEAM) activities; development of skills and resilience. International education is woven through all aspects of the curriculum and provides a high quality interdisciplinary learning experience and promotes global citizenship. Every opportunity is taken to display high quality pupil work throughout the school to create an engaging, creative learning environment celebrating pupil achievement.

How well does the school improve the quality of its work?

A number of very effective procedures are employed to gather the views of staff, parents/carers, pupils and partners (e.g. surveys, parent council, staff and pupil working groups, ‘Daily Dozen’, in-service days). The school routinely uses the results of self-evaluation to consolidate what it does well and to identify areas for improvement. Partners within the wider community increasingly engage with the school to enhance the curriculum and to evaluate its work. Self-evaluation solidly underpins the improvement planning cycle. The school is data-rich and uses this information extensively to inform its monitoring, tracking and target setting systems which promote ambitious expectations for pupils. Senior leaders and principal teachers regularly observe teaching and learning both formally and informally, engaging in professional dialogue as part of the self-evaluation process.